



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. One copy **MUST** bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Region 14 Education Service Center** CDN or Vendor ID **221-950** ESC # **14** Campus # DUNS # **784720435**

Address **1850 State Hwy. 351** City **Abilene** ZIP **79601** Phone **325-675-8600**

Primary Contact **Sandra K. Carter** Email **scarter@esc14.net**

Secondary Contact **Dr. Rose Burks** Email **rburks@esc14.net**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Ronnie Kincaid** Signature  Date **3/8/18**

Grant Writer Name **Sandra K. Carter** Signature  Date **3-8-18**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-016

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

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Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☒ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand
 that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
- ☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Lack of principal training in coaching teachers and in the recognition and implementation of effective teaching strategies.	Advancing Educational Leadership (AEL) and Texas Teacher Evaluation and Support System (T-TESS) are required curriculum elements. Additional curriculum topics will address the identification and implementation of effective instructional strategies and coaching of teachers.
Shortage of certified principals in Region 14's rural area	Region 14 will provide participants with at least 200 hours of evidence-based coursework in addition to a year-long practicum in an authentic school setting. School districts that join the Shared Services Arrangement will commit to providing the interns substantial leadership responsibilities during the practicum.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Region 14 Alternative Certification Program (ACP) will increase the number of participants who receive principal certification from 12 to 26 by June 30, 2019.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

- Region 14 Alternative Certification Program through recruitment will increase the number of principal interns from 0 to 26 by August 1, 2018.
- The number of Region 14 Alternative Certification Program principal interns receiving Advancing Educational Leadership (AEL) certificates will increase from 0 to 26 by August 1, 2018.
- The number of Region 14 Alternative Certification Program principal interns receiving Texas Teacher Evaluation and Support System (T-TESS) certificates will increase from 0 to 26 by August 1, 2018.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

- Region 14 Alternative Certification Program principal interns who take the online TExES prep tests and score 80% or above on all five (5) practice tests will increase from 0% to 80% by December 1, 2018.
- Region 14 Alternative Certification Program principal interns scoring 80% or better on the TExES representative test will increase from 0% to 80% by December 1, 2018.
- Region 14 Alternative Certification Program principal interns passing the TExES Principal certification test will increase from 0% to 80% by December 1, 2018.
- All principal interns will increase the number of on-site formal observations by Region 14 Alternative Certification Program field supervisor from 0 to 2 by December 1, 2018.

Third-Quarter Benchmark:

- The number of Region 14 Alternative Certification Program interns needing TExES test remediation will decrease from 20% to 10% by April 1, 2019.
- Region 14 Alternative Certification Program field supervisor will have completed all three formal observations by April 1, 2019.
- Region 14 Alternative Certification Program principal interns scoring 80% or better on the TExES representative test will increase from 80% to 90% by April 1, 2019.
- Region 14 Alternative Certification Program principal interns passing the TExES Principal certification test will increase from 80% to 90% by April 1, 2019.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Program consultant will review evaluation data to determine student progress through the program. If an intern is not successful on TExES testing, an action plan to help the intern prepare for the next TExES test will be created and implemented. Consultant will require activities to be completed within a specific timeline and will record the documentation of the activities on the action plan.

Region 14 Alternative Certification Program will require a minimum of 3 formal observations for each intern in his/her practicum. The field supervisor will conduct a pre-conference, document educational practices observed during the observation, and conduct a post conference for each formal observation. In addition, the field supervisor will consult with the intern's site supervisor to determine if additional support or additional coaching will be required.

Region 14 Alternative Certification Program will collect specific data and report on the following performance measures:

- Performance evaluation data on principal interns (observation documentation)
- Description of the authentic practicum opportunities
- Post residency placement for all principal interns
- Intern program completion rates
- Intern satisfaction rates with Region 14 and mentor principal (site-supervisor)—third party surveys
- Number of applicants for principal program participation within an LEA
- Interns' TExES scores

If performance measures indicate that principal interns will not be successful in the completion of the principal certification program, actions will be taken to adjust program elements to provide additional supports to ensure that interns are successful.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Each principal intern will participate in a one-year practicum in an authentic school setting. By participating in the Principal Preparation Grant, each district will commit to providing each principal intern with substantial leadership responsibilities. The program consultant and site supervisor (mentor) will coordinate sustained and rigorous practicum activities. Region 14 will have practicum activities that are required for completion, and the district will provide additional activities to enhance the intern's practicum experience.

Principal interns will learn to use a research-based process for continuous school improvement. This process will include stakeholder input and the necessity for building a collaborative team. With the data discussed in training, principal interns will review their specific school's data to identify and take a leadership role in resolving a significant problem or challenge in the school that influences practice and student learning.

Professional development is based on each teacher's need. The instructional leader learns what the areas of need are by conducting frequent classroom visits and conducting conferences to improve classroom instruction.

Principal interns will be required to conduct observations and/or walk-throughs and provide feedback based on the instructional practices observed during the observation/walk-through.

Professional development opportunities will be based on data gathered from observations, walk-throughs, and teacher conferences.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Superintendents of the schools that elect to join Region 14's Shared Services Arrangement (SSA) will identify strong principal candidates from their current staff members. These superintendents will use criteria of measurable student achievement, evaluations/appraisals, interpersonal leadership skills, the candidate's response to observations and feedback along with the candidate's growth mindset to identify these candidates. Superintendents will look at diversity of candidates, but in small schools this may not be as large a factor since the potential pool of candidates is much smaller.

Once the candidates are nominated by Region 14 superintendents, the candidates will complete Region 14's application process. This process includes a completed application, criminal history check, transcript evaluation, reference check, face-to-face interview, and a writing sample. Once candidates have met the requirements for admission, a formal invitation to join Region 14's Alternative Certification Program is issued to the candidate.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

EPP providing principal preparation: Region 14 Education Service Center Alternative Certification Program

Region 14's scope and sequence document is divided into two parts. The first section, the scope of course work, ties all topics to the Principal Standards found in Texas Administrative Code §241.1—Standards Required for the Principal Certificate (p.1-12) and the domains and competencies of the TExES 268 certification test (p. 13-24). The second section (p. 25-26) outlines the sequence of course topics taught within the program. See Attachment # 1: Region 14: Scope and Sequence.

Region 14 Alternative Certification Program required reading list and textbooks:

- Bambrick-Santoyo, Paul. Driven by Data: A Practical Guide to Improved Instruction.
- Bambrick-Santoyo, Paul. Get Better Faster: A 90-Day Plan for Coaching New Teachers.
- Bambrick-Santoyo, Paul. Leverage Leadership.
- Cain, Sean and Mike Laird. The Fundamental 5: The Formula for Quality Instruction.
- Kemerer, Frank R. and John A. Crain. Texas Documentation Handbook: Appraisal, Nonrenewal, Termination.
- Lipton, Laura and Bruce Wellman. Learning-focused Supervision: Developing Professional Expertise in Standards-Driven Systems.
- Texas Education Agency. Advancing Educational Leadership (AEL).
- Texas Education Agency. Texas Teacher Evaluation and Support System (T-TESS).
- tntp.org. The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Region 14 Alternative Certification Program's evaluation process and metrics are outlined in Attachment # 4. This document notes Region 14's responsibilities, the frequency/duration of the formal observations, the field supervisor's responsibilities, and the site-supervisor's responsibilities.

Attachment # 2 documents describe the instructional coaching protocol used by Region 14. Attachment # 2 A is the observation document that the field supervisor will complete for each formal observation. This observation document will be reviewed by the principal intern and field supervisor at the post-conference. The candidate's site-supervisor will also receive a copy of the Field Supervisor Observation Document.

Attachment # 2 B outlines the pre-conference, observation, and post-conference components of the coaching protocol. Possible questions to elicit reflective thoughts on the observation are listed in the post-conference section of this attachment. The field supervisor will use reflective questions to deliver effective feedback to the principal intern in the post conference.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

☒ The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. EPP TUITION	156,000
2. FEES (STATE, TESTING, CERTIFICATION)	13,130
3. SUBSTITUTES	39,000
4. TEA REQUIRED TRAVEL	26,000
5. MENTOR STIPEND	53,000
6. GENERAL SUPPLIES (TEXTBOOKS, ETC)	36,256
7. INDIRECT COSTS (4.519%)	14,614
8.	
9.	
10.	
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12.	
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25.	

Total grant award requested 338,000

Shared Services Arrangement Attachment

[illegible]

[illegible]

[illegible]

Principal Standard: Executive Leadership											
Topics	EL 1	EL 2	EL 3	EL 4	EL 5	EL 6	EL 7	EL 8	EL 9	EL 10	EL 11
Advancing Educational Leadership (AEL)	X	X						X	X	X	X
Alignment of Curriculum/TEKS RS											
Campus Behavior Coordinator/David's Law/ Bullying						X		X	X		
Campus Discipline			X			X	X	X			
Campus Finance											
Campus Vision/Change Leadership/Stakeholder Comm											
Career and Technical Education (CTE)			X	X	X	X	X	X			X
Chapter 37 Discipline / PEIMS											
Contracts / At-Will / Grievances											
Digital Innovation (Technology Integration)											
Documentation			X				X	X			
English Language Learners/Bilingual / LPAC											
Ethics											
Food Service											
Fundamental 5											
Get Better Faster: Instructional Coaching			X								
Get Better Faster: Real Time Effective Feedback			X								
Guidance and Counseling Programs											
Health Services											
Instructional Leadership: Campus Instructional Focus											
Instructional Leadership: Instruct. Specialist/Human Res			X			X					X
Learning-focused Conversations			X				X			X	X
Learning-focused Supervision			X				X			X	X
Management and Leadership											
Marzano's Nine Essential Instructional Strategies											
McKinney-Vento Homeless Assistance Act											
Nature and Needs for Administrators and Counselors											
Personnel											
School Climate and Culture											
School Safety / Safety Audits / EOP											X

Principal Standard: Strategic Operations											
Topic	SO 1	SO 2	SO 3	SO 4	SO 5	SO 6	SO 7	SO 8	SO 9	SO 10	SO 11
Advancing Educational Leadership (AEL)	X	X	X	X	X	X	X			X	X
Alignment of Curriculum/TEKS RS											
Campus Behavior Coordinator/David's Law/ Bullying											
Campus Discipline							X				
Campus Finance	X	X	X	X	X		X	X			
Campus Vision/Change Leadership/Stakeholder Comm		X	X	X			X	X		X	
Career and Technical Education (CTE)	X	X	X				X	X	X		
Chapter 37 Discipline / PEIMS						X	X				
Contracts / At-Will / Grievances							X				X
Digital Innovation (Technology Integration)								X			
Documentation											
English Language Learners/Bilingual / LPAC				X	X		X				X
Ethics											
Food Service						X	X				
Fundamental 5		X		X							
Get Better Faster: Instructional Coaching							X				
Get Better Faster: Real Time Effective Feedback							X				
Guidance and Counseling Programs											
Health Services							X				
Instructional Leadership: Campus Instructional Focus	X	X		X							
Instructional Leadership: Instruct. Specialist/Human Res		X		X			X				X
Learning-focused Conversations	X	X	X	X	X		X				X
Learning-focused Supervision	X	X	X	X	X		X				X
Management and Leadership	X	X	X	X	X	X	X				X
Marzano's Nine Essential Instructional Strategies						X					
McKinney-Vento Homeless Assistance Act				X							
Nature and Needs for Administrators and Counselors							X			X	
Personnel							X				
School Climate and Culture											
School Safety / Safety Audits / EOP						X	X				

Principal Standard: Ethics, Equity, and Diversity												
Topic	EED 1	EED 2	EED 3	EED 4	EED 5	EED 6	EED 7	EED 8	EED 9	EED 10	EED 11	
Advancing Educational Leadership (AEL)	X	X		X	X	X	X			X		
Alignment of Curriculum/TEKS RS								X				
Campus Behavior Coordinator/David's Law/ Bullying				X	X							
Campus Discipline						X					X	
Campus Finance												
Campus Vision/Change Leadership/Stakeholder Comm.								X				
Career and Technical Education (CTE)				X	X	X	X					
Chapter 37 Discipline / PEIMS				X	X	X					X	
Contracts / At-Will / Grievances	X	X										
Digital Innovation (Technology Integration)												
Documentation	X	X	X		X						X	
English Language Learners/Bilingual / LPAC	X	X		X	X	X	X				X	
Ethics	X	X	X									
Food Service												
Fundamental 5				X	X		X					
Get Better Faster: Real Time Effective Feedback	X	X		X	X	X	X	X				
Get Better Faster: Instructional Coaching	X	X		X	X	X	X	X				
Guidance and Counseling Programs				X	X	X	X					
Health Services												
Instructional Leadership: Campus Instructional Focus				X								
Instructional Leadership: Instruct. Specialist/Human Res.				X	X		X	X	X	X		
Learning-focused Conversations	X	X		X	X	X	X	X	X			
Learning-focused Supervision	X	X		X	X	X	X	X	X			
Management and Leadership	X	X		X	X	X	X	X	X		X	
Marzano's Nine Essential Instructional Strategies												
McKinney-Vento Homeless Assistance Act	X	X		X	X	X	X					
Nature and Needs for Administrators and Counselors				X	X	X	X					
Personnel	X	X										
School Climate and Culture												
School Safety / Safety Audits / EOP												
Section 504--Rehabilitation Act of 1973	X	X		X	X	X	X					

Topic	TExES 268--Domain I: School Culture													
	Competency 001										Competency 002			
	A	B	C	D	E	F	G	H	I	J	A	B	C	D
Advancing Educational Leadership (AEL)	X													
Alignment of Curriculum/TEKS RS		X	X	X	X	X	X	X	X	X	X	X	X	X
Campus Behavior Coordinator/David's Law/ Bullying							X	X	X					
Campus Discipline														
Campus Finance				X									X	X
Campus Vision/Change Leadership/Comm. Stakeholders	X	X	X	X	X	X	X	X			X	X	X	X
Career and Technical Education (CTE)														
Chapter 37 Discipline / PEIMS														
Contracts / At-Will / Grievances														
Digital Innovation (Technology Integration)														
Documentation													X	
English Language Learners/Bilingual / LPAC														
Ethics														
Food Service														
Fundamental 5			X		X	X	X		X					
Get Better Faster: Instructional Coaching						X	X				X	X	X	
Get Better Faster: Real Time Effective Feedback					X	X	X				X	X	X	
Guidance and Counseling Programs														
Health Services														
Instructional Leadership: Campus Instructional Focus	X	X	X		X		X							
Instructional Leadership: Inst. Specialist / HR	X					X	X						X	
Learning-focused Conversations						X	X					X	X	
Learning-focused Supervision						X	X				X	X	X	
Management and Leadership	X		X		X	X	X				X	X	X	
Marzano's Nine Essential Instructional Strategies	X					X	X							
McKinney-Vento Homeless Assistance Act						X	X							
Nature and Needs for Administrators and Counselors														
Personnel														
School Climate and Culture	X	X	X	X	X	X	X	X	X	X				
School Safety / Safety Audits / EOP														
Section 504--Rehabilitation Act of 1973														

TExES 268--Domain II: Leading Learning										
Topic	Competency 003					Competency 004				
	A	B	C	D	E	A	B	C	D	E
Advancing Educational Leadership (AEL)	X									
Alignment of Curriculum/TEKS RS		X	X	X	X	X	X	X	X	X
Campus Behavior Coordinator/David's Law/ Bullying			X				X			
Campus Discipline				X						
Campus Finance										
Campus Vision/Change Leadership/Comm. Stakeholders					X	X	X	X	X	
Career and Technical Education (CTE)	X	X		X	X		X			
Chapter 37 Discipline / PEIMS										
Contracts / At-Will / Grievances										
Digital Innovation (Technology Integration)					X			X		
Documentation	X					X		X	X	
English Language Learners/Bilingual / LPAC	X	X								
Ethics										
Food Service										
Fundamental 5	X	X				X	X		X	
Get Better Faster: Instructional Coaching	X		X			X		X	X	
Get Better Faster: Real Time Effective Feedback	X		X			X		X	X	
Guidance and Counseling Programs										
Health Services										
Instructional Leadership: Campus Instructional Focus	X	X				X				
Instructional Leadership: Inst. Specialist / HR	X	X	X	X		X	X	X	X	X
Learning-focused Conversations										
Learning-focused Supervision										
Management and Leadership										
Marzano's Nine Essential Instructional Strategies	X	X	X	X	X	X	X	X	X	X
McKinney-Vento Homeless Assistance Act	X	X								
Nature and Needs for Administrators and Counselors										
Personnel		X								
School Climate and Culture										
School Safety / Safety Audits / EOP										
Section 504--Rehabilitation Act of 1973								X	X	

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TExES 268--Domain V: Strategic Operations												
Topic	Competency 009				Competency 010							
	A	B	C	D	A	B	C	D	E	F	G	H
Advancing Educational Leadership (AEL)	X	X	X	X				X			X	
Alignment of Curriculum/TEKS RS												
Campus Behavior Coordinator/David's Law/ Bullying												
Campus Discipline												
Campus Finance	X	X	X	X		X	X				X	X
Campus Vision/Change Leadership/Comm. Stakeholders	X	X		X				X			X	X
Career and Technical Education (CTE)	X	X	X					X		X		
Chapter 37 Discipline / PEIMS					X			X				
Contracts / At-Will / Grievances												X
Digital Innovation (Technology Integration)									X			
Documentation												
English Language Learners/Bilingual / LPAC		X						X			X	X
Ethics												
Food Service												
Fundamental 5		X						X				
Get Better Faster: Instructional Coaching								X				
Get Better Faster: Real Time Effective Feedback								X				
Guidance and Counseling Programs												
Health Services								X				
Instructional Leadership: Campus Instructional Focus	X	X										
Instructional Leadership: Inst. Specialist / HR	X	X								X		
Learning-focused Conversations	X	X	X	X							X	
Learning-focused Supervision	X	X	X	X							X	
Management and Leadership	X	X	X	X							X	
Marzano's Nine Essential Instructional Strategies												
McKinney-Vento Homeless Assistance Act								X		X		
Nature and Needs for Administrators and Counselors								X		X		
Personnel												
School Climate and Culture												
School Safety / Safety Audits / EOP					X	X						
Section 504--Rehabilitation Act of 1973		X		X				X				

Scope and Sequence: Sequence

Attachment # 2 A: Field Supervisor Observation Documentation

AACP Field Supervisor Observation Documentation

Region 14 Alternative Certification Program

Intern:

Date:

Site Supervisor:

Observation Time: _____ to _____

Campus:

Pre-Conference: ☐ E-mail ☐ Phone

Date Practicum Began:

☐ Face-to-Face / Technology

Pre-Conference Data Attached: ☐ Yes ☐ No

Pre-Conference Date:

Formal Observation: ☐ First ☐ Second ☐ Third

Contact made with the following individuals:

☐ Intern ☐ Site Supervisor ☐ Central Office Personnel ☐ Other:

Principal Standard(s) Observed:

<input type="checkbox"/> School Culture	<input type="checkbox"/> Executive Leadership
<input type="checkbox"/> Leading Learning	<input type="checkbox"/> Strategic Operations
<input type="checkbox"/> Human Capital	<input type="checkbox"/> Ethics, Equity, Diversity

Activity Observed:

Educational Practices Observed:

Field Supervisor Observations:

Region 14 Instructional Coaching Protocol

Pre-conference:

The overall purpose of the pre-conference is for the field supervisor and principal intern to mutually discuss the upcoming observation. Possible questions for the pre-conference might include the following:

- What is the activity to be observed?
- What principal standard does the activity represent?
- What is the goal of the activity / event?
- How are your goals aligned to the principal standard(s)?
- What goal(s) / outcomes do you want to achieve?
- What activities / strategies are you thinking of using?
- How will you monitor progress toward the goal / event?
- As you planned for this activity / event, did you find any possible barriers to success?
- If so, what will you do to eliminate the barriers to success?
- How will you know if the goal / event is successful?
- Have you identified any professional development activities that you might undertake for your growth?
- What are your thoughts about this pre-conference conversation?

Observation:

The field supervisor will document educational practices observed during the formal observation and prepare written documentation for the principal intern and site-supervisor. During the observation, the field supervisor will determine appropriate questions for an area of reinforcement and an area of refinement to discuss with the principal intern in the post-conference.

Post-conference:

The purpose of the post-conference is to allow the principal intern to reflect on the activity / event observed and determine the success of the activity / event. In addition, the field supervisor and principal intern will discuss an area of reinforcement and an area of refinement. The post-conference will also serve as an opportunity for the field supervisor and principal intern to discuss the intern's progress toward the intern's professional goal.

Questions that the field supervisor might use in the post-conference include:

- Did the activity / event go as planned?
- On a scale of 1-10, how do you rate the success of the activity / event?
- If you were to do this activity again, what (if anything) would you change to make the activity more successful?
- Were there any lessons learned after the completion of the activity / event?
- How are you progressing toward your professional goal?
- What activities have you completed to address your professional goal?
- What activities do you still plan to complete as you progress toward attainment of your professional goal?

Attachment # 3: Course Syllabus

Principal Standards include:

- School Culture
- Leading Learning
- Human Capital
- Executive Leadership
- Strategic Operations
- Ethics, Equity, and Diversity

TExES 268 Domains and Competencies include the following:

- **Domain I—School Culture (School and Community Leadership)**
 - **Competency 001:** The beginning principal knows how to establish and implement a shared vision and culture of the high expectations for all stakeholders (students, staff, parents, and community).
 - **Competency 002:** The beginning principal knows how to work with stakeholders as key partners to support student learning.
- **Domain II—Leading Learning (Instructional Leadership / Teaching and Learning)**
 - **Competency 003:** The beginning principal knows how to collaboratively develop and implement high-quality instruction.
 - **Competency 004:** The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
- **Domain III—Human Capital (Human Resource Management)**
 - **Competency 005:** The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
 - **Competency 006:** The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.
- **Domain IV--Executive Leadership (Communication and Organizational Management)**
 - **Competency 007:** The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.
 - **Competency 008:** The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Attachment # 3: Course Syllabus

Attendance Policy:

Attendance at all class sessions is **mandatory** and expected. Students are expected to be in class prior to the start times for each session. This includes the beginning of class, plus returning from breaks and lunch. Class instruction, information, research, and reflection are essential for the complete understanding and success in the course.

Region 14 Disability Services:

Region 14 is committed to equal access in compliance with the Americans with Disabilities Act of 1990 [ADA] and Section 504 of the Rehabilitation Act of 1973. Program consultants have the responsibility to ensure students with disabilities the opportunity for full participation in programs, services and activities.

Students seeking disability services must contact the ACP program consultant to report disability needs.

Required Practicum Projects:

School Culture

- **Project: Recognition of faculty, staff, and students**
 - Create and implement a process / plan for recognizing faculty, staff, and students
 - Objective of process / plan
 - Who to recognize
 - When recognition occurs
 - Barriers to overcome
 - Resources needed for recognition
 - Reflection on plan's effectiveness
 - Did process/plan meet stated objective?
 - Are there changes to implement in the process / plan in future years?
 - Did the plan affect school culture positively? Why or why not?
- **Project: Climate Survey**
 - Create a campus climate survey, analyze the results, and implement strategies based on the data of the survey
 - Submit a copy of the climate survey
 - Submit the results of the survey
 - Strategies implemented based on the survey results
- **Project: Team Building**
 - Plan and direct a team building activity for staff
 - Objective(s) for the activity
 - Logistics of the activity
 - Description of activity
 - Date / time
 - Location
 - Barriers to overcome
 - Resources needed
 - Submit reflection on the activity:
 - Did the team building activity meet the objective(s)?
 - How could it be improved if you did the activity again?

Attachment # 3: Course Syllabus

- **Project: New Teacher Induction Program**
 - Create and implement a new teacher induction program
 - Plan should include
 - Objective
 - Activity or topic
 - Approximate date of activity
 - Presenter
 - Presentations
 - Create a survey for new teachers to evaluate the new teacher induction program
 - Documentation
 - Staff trained (sign-in sheets)
 - Survey feedback from new teachers
 - Evaluation of program
 - Did the program accomplish its objective(s)?
 - Was the program successful?
 - What, if anything, should be changed or adjusted to make program better in the future?

Attachment # 4: Evaluation Process and Metrics

Field Supervisor Responsibilities: (Region 14 principal program consultant is most often the field supervisor.)

- Shall participate in an individualized pre-observation conference with the candidate;
- Must document educational practices observed;
- Will provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate;
- Will provide a copy of the written feedback to the candidate's site supervisor; and
- Shall collaborate with the candidate and site supervisor throughout the practicum experience.

Site Supervisor Responsibilities:

- Guides, assists, and supports the candidate during the practicum; and
- Reports the candidate's progress to the candidate's field supervisor

This process is established to provide maximum coaching opportunities for the principal intern during the year-long practicum.